



*Board of Trustees’  
Retreat  
Materials*

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August 22, 2005  
Schoenbrodt Boardroom 1-5 pm

# GROUND RULES

1. Board members practice respectful dialogue that serves the best interests of the college.
2. Each board member works to integrate servant-leadership into the board culture.
3. Each board member has the opportunity to speak uninterrupted.
4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.
5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.
6. Board chair speaks for the board to the media.
7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.
8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.

**Board of Trustees Retreat Agenda  
August 22, 2005  
Schoenbrodt Boardroom – A225  
1-5 pm**

**DISCUSSION**

- A. Case Studies/What if this happened at HCC? 1:30 – 3:00**  
*(Break into groups and report back)*

2 versus 4-year institutions  
Artistic and Academic Freedom  
International Relations and Exchange Programs

**CLOSED SESSION**

- B. Succession Plan/Executive Vice President Contract 3:00 – 4:00**
- C. Acquisition and Sale of Property/Master Plan 4:00 – 5:00**

Time at the retreat will be spent on discussion, not review of the materials.

## **A – Case Studies / What if this happened at HCC?**

**Background:** In order to enhance preparedness for and response to unexpected situations that may occur on campus, case studies that focus on three different areas of potential challenges follow.

Each scenario is followed by several questions that each group should consider and report back on.

## Scenario I – Two- versus Four-Year Colleges

THE CHRONICLE OF HIGHER EDUCATION

### *Government & Politics*

From the issue dated April 11, 2003

<http://chronicle.com/weekly/v49/i31/31a03401.htm>

#### **Making Waves in Miami**

**A leading community college offers bachelor's degrees, reflecting national tension between 2- and 4-year sectors**

By JAMILAH EVELYN

Miami

Florida ranks third in the nation in the number of associate degrees awarded, but only 47th in the number of bachelor's degrees it grants. That statistic rankles legislators in this state, who fear that Florida will be unable to provide enough skilled workers to keep its economy chugging if it doesn't do a better job of educating them.

But where lawmakers see potential trouble, Eduardo J. Padrón sees an opening. Statewide, and especially in this city, where the other major institutions are either expensive private universities or research-oriented public ones, the president of Miami-Dade Community College views his institution as a "people's college" that can fill a niche and offer four-year degrees.

"What the universities won't or cannot do is an opportunity for my college," Mr. Padrón says.

The idea of community colleges' awarding bachelor's degrees is not new, of course. In the past decade, two-year colleges in Arkansas, Nevada, Utah, and elsewhere have started to offer bachelor's degrees on their own. But Miami-Dade, with 56,000 credit students, is one of the most visible and largest community colleges in the country.

Its decision to begin awarding bachelor's degrees could signify that the very concept of the community college is changing.

Although Miami-Dade officials say that their institution will always be a community college, it is slowly beginning to look more like a four-year program. In addition to wanting to add more majors leading to bachelor's degrees, officials plans to drop the word "community" from the college's name, and it recently added a 75-student Honors College, which will expand next year. It is also beginning a \$250-million fund-raising campaign.

The shift under way here and at other community colleges partly results from pressure from local industries and partly from legislators who have been frustrated with work-force shortages and the slow pace of change at four-year colleges. Some critics also say it results from the ambition of individual institutions that see opportunities for growth and higher visibility. The latter factor troubles some community-college leaders, who perceive a blurring of the line between two-year and four-year colleges.

"Some people do liken the idea to treason," says George R. Boggs, president of the American Association of Community Colleges. "It's definitely not something I'm thrilled about because there's always the possibility that we'll lose sight of our mission."

### **Degree Shortage**

A decade ago, Florida lawmakers began to realize that there was a need throughout the state for greater access to four-year majors leading to degrees. For his part, Donald C. Sullivan, then a state senator representing the Tampa Bay area, managed to secure several million dollars in state appropriations for the University of South Florida to increase its output of bachelor's degrees.

A few years later, that output had barely budged. Mr. Sullivan was frustrated.

"We had to do something about it," says Mr. Sullivan, now vice president for innovative practices at St. Petersburg College, which dropped "Junior" from its name in 2001, after it officially became a four-year college. "The universities were interested in being research universities. Yet there was this huge need that had been allowed to go unmet for too many years."

So when the Florida Legislature approved a new governance structure in 2001 that created one coordinating board for all educational institutions in the state -- including elementary and secondary schools -- lawmakers also agreed to let community colleges offer bachelor's degrees. Having one board governing both community colleges and four-year institutions helped ease the concerns of some lawmakers who were worried about duplication of programs between the two sectors.

But in other states where community colleges are beginning to offer bachelor's degrees, lawmakers have moved in the opposite direction and have reduced the role of coordinating boards in higher education. While that means institutions have more flexibility "to get into the baccalaureate-degree-granting business," says Jamie P. Meri-sotis, president of the Institute for Higher Education Policy, it also means there is less oversight to prevent institutions from duplicating degree programs in a geographic area.

### **Searching for Teachers**

In Florida, most of the focus so far in the awarding of bachelor's degrees by two-year colleges has been in the realm of teacher education. Miami-Dade will offer four-year

programs in secondary school mathematics and science education and in special education beginning next year.

The teacher shortage around Miami is dire, college officials say. Four-year institutions here crank out some 1,800 graduates of education programs annually, but Miami-Dade County and neighboring Broward County need three times that many teachers every year.

The city's four-year universities have teacher-education programs, but none of them are at full capacity.

Barry has seats open in its special-education program. Florida International produces 25 to 30 graduates each year in secondary-math education. Officials at Florida International say that if they were given more money from the state, they could easily double the number of graduates in the secondary-math program, and graduate more than the 12 to 15 secondary-science teachers they produce each year.

"We made that clear to the Board [of Education]," says Linda P. Blanton, dean of the college of education at the 32,000-student university. Florida International declined to formally oppose Miami-Dade's proposal because "the politics were so that it seemed destined to happen no matter what we said," Ms. Blanton adds. The issue had already gained a lot of political momentum throughout the state.

Barry officials did oppose the plan, however, because they saw it as a drastic structural change being made on the fly.

"It was something that was happening maybe not by design," says Sister Jeanne O'Laughlin, Barry's president. "If we're going to change the structure of higher education in the state and change missions, I think it should be very clearly done."

In addition, the Council for Education Policy Research and Improvement -- a group that gives advice to the state board -- recommended that it deny Miami-Dade's proposal. The council concluded that the area's universities could handle the demand for teachers. (The group also declined to endorse similar proposals from Chipola Junior College and Edison Community College.)

### **Current Cooperation**

Miami-Dade already has partnerships with Barry and Florida International to offer bachelor's degrees in teacher education. What's more, 74 percent of students at Miami-Dade who obtain an associate-of-arts degree end up transferring to a four-year institution. And Miami-Dade has 67 agreements that help its students transfer to four-year colleges, including to all of the state's public universities.

So why does Miami-Dade need to offer four-year degrees on its own?

Its officials point to students like Zoila W. Acosta. The 27-year-old always wanted to be an astronomer, but with four kids at home, attending a university full time to get a

degree in the field was not an option. When she heard that Miami-Dade, where she was already enrolled, planned to offer a bachelor's degree in secondary-science education, she was elated.

"I've been in and out of school a lot throughout my life," says Ms. Acosta. "Finally, I feel like I'm ready to complete this degree. To be able to do that here, where I'm already comfortable, I know my way around, I know my professors -- I might have stopped out again if I had to transfer somewhere else."

Miami-Dade officials say the college appeals to a different market than that reached by traditional four-year colleges. Mr. Sullivan says lawmakers realized that to alleviate the state's teacher shortage, they would need to tap that market.

"The universities are serving a very young, bright group of students who can make much more money by being a scientist than by being a science teacher," says Mr. Sullivan. "At community colleges, you are going to find mothers that stayed home to raise their kids. Your chances of turning that student into a science teacher are much greater."

### **Bigger Ambitions**

Miami-Dade doesn't plan to stop at offering education degrees. Later this spring, it will submit a proposal to the state Board of Education to offer a bachelor's degree in nursing.

And the college's sparkling new Emerging Technologies Center of the Americas, a \$7.9-million facility through which much of the Internet traffic from the region and parts of South America flows, positions the college to someday provide four-year degrees in information-technology management and entertainment technology, its officials say.

"The sky's the limit here," says Mr. Padrón.

Miami-Dade's ambitions go far beyond offering bachelor's degrees, however. For one, it is undertaking a \$250-million capital campaign, a dollar goal that rivals that of many four-year colleges.

"It's symptomatic of the fact that we can't wait for the Legislature anymore," says Mr. Padrón.

The money will partly help expand the Honors College, which will be started on at least one more of Miami-Dade's six campuses next year. The program is the first at Miami-Dade to restrict access based on grades. To be accepted, students must have a 3.7 grade-point average and a 1200 combined SAT score.

When the college submitted the teacher-education proposal last May, members of the Florida Board of Education asked Mr. Padrón whether Miami-Dade wanted to

become a four-year college. He said no, but cautioned that he could not predict what his Board of Trustees might recommend down the line.

He is still firm on that point today. "Miami-Dade still is and always will be a community college," he says. "We're only fulfilling the community-college mission by responding to our community's work-force needs. Right now, that's teachers and health-care workers."

The college may still see itself as a community college, but its accreditor does not. The Southern Association of Colleges and Schools' Commission on Colleges considers an institution a four-year college upon the approval of its first upper-division program, and mandates that the institution's name reflect that status. That's why Miami-Dade plans to drop "community" from its name, although that change still has to be approved by the Legislature.

Nationwide, other two-year colleges may soon follow Miami-Dade in offering bachelor's degrees. Many community-college leaders and lawmakers are studying the option because local industries need workers that universities don't provide, and a growing number of students say the universities aren't accessible anyway.

"Failing to educate these people is no longer an option if this country will remain an economically viable nation," says Kenneth P. Walker, president of the Community College Baccalaureate Association.

Mr. Walker says that, on average, community colleges can educate bachelor's-degree recipients at about one-half the cost that states pay universities to do the same job. Students also pay less than what they would at a four-year college. In Florida, for example, community colleges that offer bachelor's degrees will charge their four-year students a price somewhere in between what they charge two-year students and what universities charge. The state will reimburse community colleges for educating those four-year students at a rate that's less than what universities receive because two-year colleges will not have costs associated with research.

### **Proposals in Texas and California**

Cost may well play into why lawmakers in Texas and California are considering proposals that would allow their two-year colleges to offer four-year degrees.

Two bills are moving through the Texas House of Representatives that would allow a handful of two-year colleges to offer a bachelor's degree in either applied science or applied technology. In California, lawmakers are debating whether to allow community colleges to form partnerships with universities to offer four-year degrees on two-year-college campuses. That model is preferred by many critics of community colleges' move to offer bachelor's degrees, who fear that the institutions may shed their role as providers of higher education to nontraditional and needy students.

"History has shown us that it's hard for an institution not to lose its original values when it makes this kind of leap," says the community-college association's Mr.

Boggs, noting that most of the old "normal schools" eventually became state colleges, and that many land-grant institutions now are research universities. "The university-partnership model not only increases access but it gets the two sectors of higher education to work together. That's something we can all agree that we need a little more of."

## FROM 2-YEAR TO 4-YEAR

In recent years, a number of community colleges have started to offer bachelor's degrees and even become four-year institutions in name. Here's a sampling:

**Institution:** Utah Valley State College, Orem, Utah

**First offered bachelor's degree:** 1992

**Number of four-year majors offered:** 32, in nursing, business management, chemistry, mathematics, and many other fields

**Institution:** Vermont Technical College, Randolph Center, Vt.

**First offered bachelor's degree:** 1993

**Number of four-year majors offered:** 4, in architectural-engineering technology, computer-engineering technology, electromechanical-engineering technology, and technology management.

**Institution:** University of Arkansas at Fort Smith

**First offered bachelor's degree:** 1998

**Number of four-year majors offered:** 11, in fields including nursing, information technology, and business administration

**Institution:** Dixie State College of Utah, St. George, Utah

**First offered bachelor's degree:** 2000

**Number of four-year majors offered:** 3, in business administration, elementary education, and computer-information technology

**Institution:** Great Basin College, Elko, Nev.

**First offered bachelor's degree:** 2001

**Number of four-year majors offered:** 4, in elementary education, integrative and professional studies, electrical instrumentation, and management technology

**SOURCE:** *Chronicle* reporting

<http://chronicle.com>

Section: Government & Politics

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## **Scenario 1 – Discussion Questions**

1. What is the basic mission of community colleges and HCC in particular?
2. Under what conditions would a community college consider a mission expansion?
3. What would be the effects of a mission expansion on the college's students, staff, and community-at-large?
4. What process would the trustees suggest in order to consider a mission expansion?

## Scenario 2 – Artistic and Academic Freedom

THE CHRONICLE OF HIGHER EDUCATION

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### *The Faculty*

<http://chronicle.com/weekly/v51/i23/23a01402.htm>

From the issue dated February 11, 2005

## SYLLABUS

### **Anti-Americanism Is Focus of Controversial Course at Clemson U.**

By MICHELLE DIAMENT

Students know a course is going to be good when the title alone incites controversy.

Such was the case when Matthew Crosston proposed a course on anti-Americanism, called "Anti-Americanism: Hating the U.S. at Home and Abroad," as part of a series created after September 11, 2001, to address global issues of public policy.

Before the class began, Mr. Crosston, an assistant professor of political science at Clemson University, fielded objections from people of all political leanings, who said that a class focused on anti-Americanism would mean sessions of America-bashing, or that it would concentrate on upholding Bush-administration policy. But he pressed on, assuring critics that he had no political agenda, and that his sole purpose was to create an open discussion of anti-Americanism around the world.

"American students tend to be not as well informed about foreign policy in general," Mr. Crosston says. "I wanted to give the students access to see anti-Americanism from a broad perspective."

That means discussing what's behind anti-Americanism, including economic issues in South America and Indonesia, old-school power issues in Europe, the diplomacy of neglect amid ethnic violence in Africa, and -- today's hot topic -- religious issues in the Middle East.

So far things have gone well, he says. The class is the only one on the campus that the public is invited to attend. This semester, Mr. Crosston says, public attendance and overall participation have been especially high.

"In the end, U.S. foreign policy has to be more than our attitude toward the Arab world," he says. "The course is meant to expose them to all the ideas and all the angles."

**Students say:**

"I think the topic of anti-Americanism is absolutely critical for Americans to understand why its growing," says Vicky Ducworth, a senior majoring in Spanish. "I don't believe that so many people could be wrong. We need to try to listen and understand what types of behaviors are contributing to this negative imagery of the United States."

**Reading list:**

Students read the views of Osama bin Laden and Noam Chomsky, among other figures, and works with such titles as *Why the Left Hates America*. Those views are balanced out by books containing academic scholarship on anti-Americanism.

**Assignments:**

Course requirements include two medium-length papers and midterm and final exams, which are composed of analytical essay questions. Participation is also an integral part of the discussion-based course.

*Do you have a great course? E-mail [syllabus@chronicle.com](mailto:syllabus@chronicle.com)*

<http://chronicle.com>

Section: The Faculty

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[V-Day: resistance: news coverage: Baltimore Sun: 'Monologues' on campus under fire](#)

## **Violence Resources**

### **'Monologues' on campus under fire**

A group that promotes conservative values at Catholic universities and colleges is targeting several Maryland schools in its nationwide protest against the controversial play *The Vagina Monologues*.

A full-page advertisement in Tuesday's *USA Today* is headlined: "Scandal! Notre Dame, Georgetown, Boston College, Holy Cross, Loyola, DePaul and 24 more Catholic colleges to host X-rated 'play' that glorifies child seduction and other horrors."

The advertisement also criticizes by name secular colleges it says are planning productions of the *Monologues* by Eve Ensler in the next four to six weeks, including the Johns Hopkins University, Towson University and University of Maryland. The ad lists the addresses and phone numbers of school administrators, and urges parents and alumni to write, call or e-mail in protest.

*The Vagina Monologues* is a collection of interviews by Ensler with women of varying ages and ethnicity. The women use explicit language to discuss their own experiences of sexual-abuse, self-pleasure and sexual awakening. Productions typically are staged as benefits for local organizations combating violence against women and children; the organization's Web site ([www.vday.org](http://www.vday.org)) claims that \$20 million has been raised for these community groups.

The Cardinal Newman Society, a Falls Church, Va.-based advocacy group, seems to especially object to a scene in the *Monologues* in which a teen-age girl recounts her seduction at the hands of an older woman.

"I am appalled and embarrassed that any Catholic institution would present this play, especially in the midst of the clergy sex abuse scandal," Patrick J. Reilly, the society's president, said in a statement. "Whether the perpetrator is a lesbian woman or a wayward priest, seduction of a minor is no one's 'salvation.'" (The society's Web site is at [www.cardinalnewmansociety.org](http://www.cardinalnewmansociety.org).)

Ensler's organization says that the monologue merely reflects the actual experience of one of the women interviewed by the playwright, and should not be interpreted as endorsing sexual relationships between adults and teens.

The Newman Society protested presentations of Ensler's work last year. It also has lobbied against commencement speakers who support abortion rights, including former New Jersey Sen. Bill Bradley, Cleveland Mayor Jane Campbell and U.S. Congresswomen (and sisters) Linda and Loretta Sanchez of California.

Loyola College has received a handful of protests from alumni and parents of students in response to the advertisement. But it has no plans to cancel the production, scheduled for March 10-11 on the campus at 4501 N. Charles St.

The Rev. Harold Ridley, Loyola's president, conceded that the Monologues are "in questionable taste" and that the work "is not the vehicle I would have chosen" to raise awareness of domestic violence.

But, after talking to female students, professors and administrators, he decided that the piece raises legitimate issues that should be heard. "The concerns of our students who are producing this play deserve our attention," he said.

Proceeds from the production will benefit the House of Ruth, a Baltimore shelter for abused women.

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<http://chronicle.com/weekly/v50/i38/38a03702.htm>

## **WORLD BEAT**

### **'Vagina Monologues' Performed on Shanghai Campus**

By JEN LIN-LIU

"The Vagina Monologues" has made it to Shanghai.

Students staged the controversial play, about female sexual empowerment, in a darkened conference room on the campus of Fudan University this month, playing to a full house for two nights.

Because government authorities have not allowed commercial performances of the play in Shanghai or Beijing, students were uncertain whether they would be allowed to go on with the show.

"I was a bit afraid," said Eva Lee, a junior majoring in English. "But I believe in the message of the play. I hope that through the performance, other Chinese women can make a choice to understand their bodies better."

In front of a crowd of 150, the 10 female students took the stage for a localized version of the play. The actors alternated among speaking Mandarin, English, and Chinese languages like Shanghainese and Cantonese.

They used explicit language in references to female genitalia, words that are infrequently used in public in China.

To avoid the attention of authorities, students rehearsed in a different empty classroom each time they met.

They limited pre-performance publicity, using word of mouth rather than posters. Tickets were handed out to friends, and no profits were made.

This is the second time the play has been performed on a Chinese campus. In December students at Zhongshan University, in Guangzhou, also put on a performance without being censored.

<http://chronicle.com>

Section: International

<http://chronicle.com/weekly/v50/i25/25a03101.htm>

## NOTEBOOK

### **Harvard Says Yes, Then No, to Students' Proposed Sex Magazine**

By BETHANY BROIDA

Sometimes a little sex can cause a big headache.

Just ask the Harvard students and officials who are embroiled in an indelicate controversy over an idea that straddles the fine line between art and pornography.

This month Harvard University's Committee on College Life approved a request by two undergraduates to start a magazine called *H Bomb*, which would feature nude pictures of Harvard students and articles about sex.

Katharina C. Baldegg, a sophomore, and Camilla A. Hrdy, a junior, said they plan to model the periodical on *Squirm*, a student-run magazine of erotica at Vassar College.

In the student newspaper, *The Harvard Crimson*, the two women repeatedly referred to their magazine as "porn." But the next day, they said the *Crimson* had "misrepresented" their literary goals.

"*H Bomb* will be a magazine that deals with sex and the issues surrounding sex for men and women of all sexual orientations," the two wrote in a statement. "It will contain feature articles, fiction, humor, photography, art, and advice. What we are proposing is an outlet for literary and artistic expression that is both desired and needed, not a pornographic magazine."

Before approving the magazine, the panel consulted with university lawyers and other campus officials.

"Our thinking was, this is a free-speech issue," said Paul J. McLoughlin, assistant dean of Harvard College, who is a member of the committee.

He warned, however, that the panel's approval did not necessarily mean approval by the university.

Within a few days, it was clear that Harvard did not approve.

Usually, a go-ahead by the committee amounts to official recognition of a campus organization, allowing it to apply for money from one of the six groups that make grants for such student activities.

But Harvard soon announced that the proposed magazine would not get university dollars.

In a statement, Harvard officials said: "The committee will be reviewing the proposal with the students to make sure that there is a clear understanding that the organization will not be involved in the dissemination of pornographic material."

Whatever the magazine's status, financing could be hard to come by.

"We have a number of publications, and they are all having trouble finding funds," said Judith H. Kidd, associate dean of the college and chairwoman of the committee. Ms. Kidd said she warns all student publications against starting their work without adequate funds.

Ms. Baldegg and Ms. Hrdy told the *Crimson* that they planned to publish the magazine twice a year and hoped to distribute the first issue at this spring's commencement.

"I am going to cross that bridge when I come to it," Ms. Kidd said of the potentially controversial timing.

<http://chronicle.com>  
Section: Students

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From the issue dated November 14, 2003

<http://chronicle.com/weekly/v50/i12/12a00601.htm>

## **Sense and Censorship**

By WILL POTTER

It seems that **Shelton State Community College** has a "don't ask, don't tell" policy for G.I. Joe. Last month the president of the Alabama college ordered a campus art gallery to remove photographs that showed the buff action figure in various embraces with Barbie's longtime companion, Ken. The president, Rick Rogers, said in a written statement that the photos were inappropriate because their display coincided with the opening, at the college theater, of the play *Arsenic and Old Lace*, "a family comedy."

Paul K. Looney, a college spokesman, said that some visitors had complained about the photos. "The decision was made to try to use a common-sense approach to a situation that would have caused trouble and turmoil," he said. "Galleries themselves are not public forums."

The exhibit, which showed works by John Trobaugh, an art professor, had been approved by the head of the art department and the associate dean of academic services. After Mr. Rogers objected, Mr. Trobaugh says he offered to install parental-advisory signs outside the gallery or to cover the photographs. The college's lawyer instead suggested placing the exhibit in a remote classroom. Mr. Trobaugh rejected that proposal.

The artist says his photos would have stirred no controversy had they highlighted violence instead of love. "If these guys had guns to each other's heads, I guarantee you he would not have them removed," says Mr. Trobaugh. "And I bet nobody would object to that, either, because they are used to seeing men that way. That is reason in and of itself to have this exhibit."

\*\*\*

If journalists don't print what you want, confiscate their newspapers. JoAnn Haysbert, acting president of **Hampton University**, ordered that done last month, when the editors of the student newspaper refused to publish on the front page a letter she had written in response to an article about health-code violations in the cafeteria. Instead, the letter ran on Page 3, where letters usually appear. The entire press run was seized.

After some negotiating, the editors of the *Hampton Script* relented. They would publish Ms. Haysbert's letter as specified if she would form a task force to monitor the Virginia college's dealings with the paper. Next to the letter, the students printed an editorial that said the confiscation "goes against all principles of journalism."

Now the editors wonder if they should have printed the letter at all. The president has

loaded the task force with nursing and sociology professors, says Talia Buford, a junior and the paper's editor in chief.

Ms. Haysbert did not return telephone calls seeking comment.

Says Ms. Buford: "You can't teach me to be a journalist if I can't practice that sort of confidence, and that journalistic integrity, in the student newspaper where I'm supposed to practice my craft."

\*\*\*

The top editors of the student newspaper at **Brandeis University** quit last month after publishing a racist comment in a sports column.

In the wake of the Chicago Cubs' loss in the playoffs, Daniel B. Passner, a sophomore and columnist for *The Justice*, lambasted the performance of the baseball team's manager, Dusty Baker, who is black. In the last paragraph, Mr. Passner, purporting to quote another Brandeis student, wrote, "The only thing Baker has a Ph.D. in is something that starts with an N and rhymes with Tigger, the cheerful scamp who stole all of our hearts in the Winnie the Pooh series."

The comment prompted student protests and campus-wide meetings. Six editors and writers at the paper resigned. Mr. Passner did not return repeated telephone calls seeking comment.

The former editor in chief, Stephen R. Heyman, said that a copy editor had flagged the comment for review but that no other editor had proofread the page before publication. It was a "terrible error," he says, but public anger has been misguided. "The focus on the campus," he says, "has been to make *The Justice* bear the burden of whatever racial tension Brandeis has."

Send ideas to [short.subjects@chronicle.com](mailto:short.subjects@chronicle.com)

<http://chronicle.com>

Section: Short Subjects

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## **Scenario 2 – Discussion Questions**

1. What is the appropriate role of a community college in airing controversial issues?
2. Do you agree/disagree with the responses of the institutions in the various preceding scenarios?
3. How would the board of trustees respond to criticisms about plays, television productions, classroom books and texts, speakers, etc.?

## Scenario 3 – International Relations and Exchange Programs

THE CHRONICLE OF HIGHER EDUCATION

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### *International*

<http://chronicle.com/weekly/v51/i28/28a04001.htm>

From the issue dated March 18, 2005

#### **Community-College District Cancels Program in Spain**

By JEFFREY R. YOUNG

The trustees of California's South Orange County Community College District refused last month to renew a study-abroad program in Spain after one trustee criticized Spain's decision to withdraw troops from the U.S.-led military campaign in Iraq. The board also blamed what it called dangerous conditions in the country.

The decision to cancel the five-week summer trip, which students have taken for the past 15 years, came as a surprise to the program's leaders. The board had previously delayed approval of this summer's trip, asking program leaders to produce a letter from the U.S. State Department verifying that Spain was deemed safe for American travelers. Study-abroad officials said that such requests were routine, and that they had presented such a letter at last month's meeting and assumed the trip would win approval.

But when the issue came up for a vote, Thomas A. Fuentes, a member of the board, raised objections. He said he was concerned about the terrorist bombings last year and other violence by Basque separatists. He also said that only "the elite" could afford the program. He noted that Spain had withdrawn its troops from Iraq, where they had been assisting the U.S.-led military effort. "Spain has abandoned our fighting men and women, withdrawing their support. I see no reason to send the students of our colleges to Spain at this moment in history," he said.

The board voted 5 to 2 not to renew the program. The district is composed of Irvine Valley College, in Irvine, and Saddleback College, in Mission Viejo.

"I was shocked," said Carmenmara Hernandez-Bravo, a professor of Spanish at Saddleback College who leads the study-abroad program and goes on the trip each year. She said the students were safer in Spain than in parts of Los Angeles. She also said that the board had approved other trips that were more expensive and that included visits to countries that have not sent troops to Iraq. "I'm confused," said Ms. Hernandez-Bravo. "I don't know the real reason" for the decision.

In an e-mail interview, Mr. Fuentes stressed that the reasons for the board's decision were concerns about safety and the high price of the trip. As to his comment about Spain's foreign policy, he wrote: "I am able to have my personal opinion, and express it in a public forum as an elected official."

Ms. Hernandez-Bravo has sent an e-mail message to the college district's chancellor, Raghu P. Mathur, protesting the decision. She said she also plans to forward the message to Spanish and U.S. officials.

"Whatever Trustee Fuentes believes about Spain and its role as our ally, his personal political beliefs should have no part in determining the fate of a longstanding, successful, academic program," she wrote in the message. "It is irresponsible for a public official to make such remarks at a board meeting because by doing so he is politicizing the educational process."

Despite complaints, there has been no sign that the board will change its decision.

"While we are heartened by the public interest in Saddleback College and the study-abroad program, the Board remains concerned about the safety and security of students," said Mr. Mathur, in a written statement. "Once those concerns have been addressed, the Board may reconsider the item."

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### **Scenario 3 – Discussion Questions**

1. What is the value of international education to Howard Community College's students?
2. What is the role of the board of trustees in supporting study abroad programs?
3. How do you think the board should have responded to this situation?
4. What is the board's position if a local political figure suggested that the college:
  - (a.) disband a study-abroad program?
  - (b.) threaten to withhold funding if the college did something it didn't agree with?
  - (c.) insisted that certain people be hired or fired based on the individual's beliefs rather than their performance?

**Resolution for Board of Trustees to Meet in Closed Session on August 22, 2005**

**WHEREAS**, The board of trustees of Howard Community College is authorized by Section 10-508 of the State Government Article of the Annotated Code of Maryland to conduct certain portions of its meetings in closed session.

**NOW, THEREFORE, BE IT RESOLVED**, that the board of trustees of Howard Community College hereby conduct its meeting in closed session beginning on August 22, 2005, at the conclusion of the retreat in the Schoenbrodt Boardroom “to discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction;” and “to consider the acquisition of real property for a public purpose and matters directly related thereto;” as permitted under Section 10-508 (a1i) and (a3) respectively and that such meeting shall continue in closed session until the completion of business.